

Woodmont Middle

325 N. Flat Rock Road
Piedmont, SC 29673

| | | |
|-----------------------|---------------------------|--------------|
| Grades | 6–8 Middle School | |
| Enrollment | 871 Students | |
| Principal | Kira Geter | 864–299–8373 |
| Superintendent | Phinnize J. Fisher, Ed.D. | 864–241–3456 |
| Board Chair | Charles J. Saylor | 864–322–9053 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 2 | 26 | 16 | 0 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Below Average | Unsatisfactory | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Below Average | No |
| 2005 | Below Average | Unsatisfactory | No |

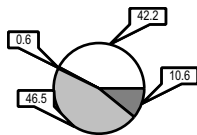
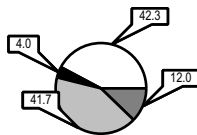
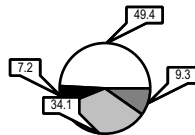
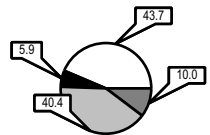
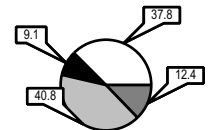
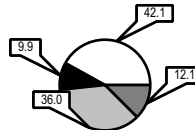
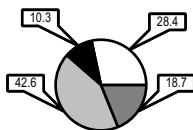
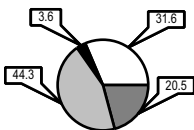
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 848 | 99.5 | 42.0 | 46.7 | 10.7 | 0.6 | 21.2 | No | Yes |
| Gender | | | | | | | | | |
| Male | 464 | 99.4 | 43.5 | 47.0 | 9.2 | 0.2 | 17.3 | | |
| Female | 384 | 99.7 | 40.2 | 46.3 | 12.4 | 1.1 | 25.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 574 | 99.8 | 37.4 | 49.5 | 12.1 | 0.9 | 24.4 | No | Yes |
| African American | 240 | 98.8 | 51.2 | 42.2 | 6.6 | 0.0 | 13.7 | No | Yes |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 20 | 100.0 | 64.7 | 29.4 | 5.9 | 0.0 | 5.9 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 663 | 99.6 | 33.9 | 53.2 | 12.1 | 0.8 | 24.2 | | |
| Disabled | 185 | 99.5 | 71.4 | 23.2 | 5.4 | 0.0 | 10.1 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 848 | 99.5 | 42.0 | 46.7 | 10.7 | 0.6 | 21.2 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 840 | 99.5 | 41.5 | 47.1 | 10.8 | 0.6 | 21.4 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 474 | 99.4 | 49.6 | 44.3 | 6.1 | 0.0 | 12.9 | No | Yes |
| Full-pay meals | 374 | 99.7 | 32.7 | 49.7 | 16.2 | 1.4 | 31.3 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 848 | 99.7 | 42.3 | 41.7 | 12.0 | 4.0 | 25.4 | No | Yes |
| Gender | | | | | | | | | |
| Male | 464 | 99.8 | 41.4 | 42.6 | 12.2 | 3.8 | 26.4 | | |
| Female | 384 | 99.5 | 43.3 | 40.7 | 11.8 | 4.2 | 24.2 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 574 | 99.8 | 37.0 | 43.9 | 14.1 | 5.0 | 29.6 | No | Yes |
| African American | 240 | 99.2 | 54.7 | 38.7 | 5.2 | 1.4 | 13.7 | No | Yes |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 20 | 100.0 | 52.9 | 29.4 | 17.6 | 0.0 | 23.5 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 663 | 99.7 | 33.9 | 46.2 | 15.0 | 4.9 | 30.5 | | |
| Disabled | 185 | 99.5 | 72.6 | 25.6 | 1.2 | 0.6 | 6.5 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 848 | 99.7 | 42.3 | 41.7 | 12.0 | 4.0 | 25.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 840 | 99.6 | 41.8 | 42.0 | 12.2 | 4.0 | 25.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 474 | 99.6 | 49.5 | 40.7 | 8.6 | 1.2 | 17.3 | No | Yes |
| Full-pay meals | 374 | 99.7 | 33.4 | 43.1 | 16.1 | 7.4 | 35.1 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 848 | 99.7 | 49.2 | 34.2 | 9.4 | 7.2 | 16.5 |
| Gender | | | | | | | |
| Male | 464 | 99.8 | 47.8 | 34.6 | 9.9 | 7.8 | 17.6 |
| Female | 384 | 99.5 | 51.0 | 33.8 | 8.7 | 6.5 | 15.2 |
| Racial/Ethnic Group | | | | | | | |
| White | 574 | 99.8 | 42.3 | 37.1 | 11.4 | 9.3 | 20.7 |
| African American | 240 | 99.2 | 65.6 | 27.8 | 5.2 | 1.4 | 6.6 |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 20 | 100.0 | 58.8 | 35.3 | 0.0 | 5.9 | 5.9 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 663 | 99.7 | 41.2 | 38.9 | 11.1 | 8.8 | 19.9 |
| Disabled | 185 | 99.5 | 78.6 | 17.3 | 3.0 | 1.2 | 4.2 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 848 | 99.7 | 49.2 | 34.2 | 9.4 | 7.2 | 16.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 840 | 99.6 | 48.7 | 34.6 | 9.5 | 7.3 | 16.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 474 | 99.6 | 58.4 | 32.2 | 6.3 | 3.0 | 9.3 |
| Full-pay meals | 374 | 99.7 | 38.1 | 36.6 | 13.1 | 12.2 | 25.3 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 848 | 99.1 | 43.3 | 40.7 | 10.1 | 5.9 | 16.0 |
| Gender | | | | | | | |
| Male | 464 | 98.9 | 40.8 | 41.9 | 11.1 | 6.2 | 17.3 |
| Female | 384 | 99.2 | 46.3 | 39.3 | 8.8 | 5.6 | 14.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 574 | 99.1 | 36.2 | 44.5 | 12.0 | 7.3 | 19.3 |
| African American | 240 | 98.8 | 59.4 | 33.0 | 6.1 | 1.4 | 7.5 |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 20 | 100.0 | 64.7 | 29.4 | 0.0 | 5.9 | 5.9 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 663 | 99.4 | 36.6 | 44.4 | 11.8 | 7.2 | 19.0 |
| Disabled | 185 | 97.8 | 68.1 | 27.1 | 3.6 | 1.2 | 4.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 848 | 99.1 | 43.3 | 40.7 | 10.1 | 5.9 | 16.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 840 | 99.1 | 42.8 | 41.0 | 10.2 | 6.0 | 16.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 474 | 98.7 | 52.9 | 36.5 | 6.6 | 4.0 | 10.6 |
| Full-pay meals | 374 | 99.5 | 31.6 | 45.9 | 14.2 | 8.3 | 22.5 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 297 | 99.7 | 48.2 | 36.6 | 13.8 | 1.4 | 15.2 |
| | 7 | 283 | 100.0 | 35.6 | 54.1 | 9.6 | 0.7 | 10.4 |
| | 8 | 274 | 98.9 | 38.4 | 46.3 | 13.3 | 2.0 | 15.3 |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 281 | 100.0 | 49.6 | 40.4 | 8.5 | 1.5 | 10.0 |
| | 7 | 283 | 99.3 | 41.8 | 49.8 | 8.4 | 0.0 | 8.4 |
| | 8 | 284 | 99.3 | 34.5 | 50.0 | 15.1 | 0.4 | 15.5 |
| Mathematics | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 297 | 99.7 | 30.8 | 41.3 | 17.0 | 10.9 | 27.9 |
| | 7 | 283 | 99.7 | 33.8 | 48.3 | 12.6 | 5.2 | 17.8 |
| | 8 | 274 | 99.6 | 48.6 | 40.8 | 8.2 | 2.4 | 10.6 |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 281 | 100.0 | 39.2 | 40.4 | 15.0 | 5.4 | 20.4 |
| | 7 | 283 | 99.7 | 35.4 | 46.4 | 13.3 | 4.9 | 18.3 |
| | 8 | 284 | 99.3 | 52.3 | 38.4 | 7.8 | 1.6 | 9.3 |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 281 | 99.6 | 60.2 | 27.4 | 7.3 | 5.0 | 12.4 |
| | 7 | 283 | 99.7 | 45.0 | 35.5 | 11.5 | 8.0 | 19.5 |
| | 8 | 284 | 99.7 | 42.5 | 39.8 | 9.3 | 8.5 | 17.8 |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 281 | 99.3 | 44.4 | 37.8 | 11.2 | 6.6 | 17.8 |
| | 7 | 283 | 98.6 | 48.6 | 35.9 | 8.1 | 7.3 | 15.4 |
| | 8 | 284 | 99.3 | 36.8 | 48.4 | 10.9 | 3.9 | 14.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|------------------------|------------------------------|---|-----------------------------|
| Students (n= 871) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 33.4% | Up from 15.2% | 17.3% | 15.5% |
| Retention rate | 3.0% | Up from 2.6% | 2.9% | 3.0% |
| Attendance rate | 94.1% | Down from 94.4% | 95.8% | 95.8% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 7.8% | Down from 7.9% | 5.0% | 4.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 7.1% | No change | 4.8% | 4.6% |
| Eligible for gifted and talented | 17.2% | Up from 14.5% | 18.7% | 15.3% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 21.5% | Down from 21.8% | 14.8% | 13.6% |
| Older than usual for grade | 4.7% | No change | 4.0% | 4.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.7% | Down from 4.5% | 0.7% | 0.8% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 54) | | | | |
| Teachers with advanced degrees | 46.3% | Down from 46.9% | 46.3% | 51.8% |
| Continuing contract teachers | 66.7% | Down from 77.6% | 81.4% | 78.1% |
| Highly qualified teachers | 84.8% | Down from 91.7% | 91.7% | 89.6% |
| Teachers with emergency or provisional certificates | 8.5% | Up from 2.4% | 5.3% | 6.0% |
| Teachers returning from previous year | 86.5% | Down from 86.8% | 86.2% | 85.4% |
| Teacher attendance rate | 95.3% | Down from 95.9% | 94.9% | 94.9% |
| Average teacher salary | \$42,580 | Up 6.6% | \$41,362 | \$41,328 |
| Prof. development days/teacher | 10.9 days | Down from 14.7 days | 11.7 days | 11.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 2.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 28.6 to 1 | Up from 23.0 to 1 | 21.8 to 1 | 21.3 to 1 |
| Prime instructional time | 88.5% | No change | 89.3% | 89.3% |
| Dollars spent per pupil* | \$5,220 | Up 0.1% | \$5,754 | \$6,022 |
| Percent of expenditures for teacher salaries* | 59.3% | Down from 60.1% | 61.1% | 61.7% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 98.0% | Down from 98.5% | 96.5% | 96.1% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | Up from Average | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 92.8% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 95.5% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | No | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Woodmont Middle School sits in a rural area in the southern part of Greenville County. We serve students from a large attendance area where approximately sixty percent ride the bus. Students are in teams in sixth and seventh grades and a modified team in eighth grade. Our teachers have two planning periods which allow for weekly professional development.

Woodmont Middle School received its International Baccalaureate (IB) visit during the first semester of the 2004-2005 school year and received notification that we had become an authorized IB middle School during the spring semester. We offer the benefits and full IB program as a whole school concept. We started full implementation in grade six two years ago. This past school year, the seventh graders were phased into the IB program. During the 2005-2006 school year, the eighth graders will be phased into the IB program. At this point, all students will be fully immersed into the program. In addition, Woodmont Middle School's faculty continued to receive ongoing professional development in the Baldrige Strategies for Continuous School Improvement and have just finished our third year with implementing these strategies. As part of a district initiative to assist in data-driven decision-making, we continue to maintain a School Portfolio/Strategic Plan. Through additional state funding, we were able to provide a Homework Center for students two days a week, two hours each day. A PACT Acceleration Summer School was operated to provide accelerated academic assistance to students who qualified.

Woodmont Middle School offered the following courses for high school credit: 7th grade Algebra 1; 8th grade Algebra 1; Geometry; English 1; Spanish 1; and French 1.

One of our goals for this school year was to continue increasing our parental involvement by bringing in more parents and volunteers into our school. We have increased the opportunities for parents to visit the school by offering Math/Science Nights, Cultural Night, two drama productions, multiple sporting events, volunteer drop-ins, and many other events.

Our mission statement is to "Prepare students academically and socially to become responsible, productive citizens of a global society." Our faculty, staff, and administration will continue to work toward program improvement, data driven decision-making, and continuous quality school improvement.

Kira L. Geter
Principal

Patricia Lemons
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 44 | 239 | 94 |
| Percent satisfied with learning environment | 69.8% | 57.6% | 54.3% |
| Percent satisfied with social and physical environment | 88.4% | 51.5% | 51.6% |
| Percent satisfied with school-home relations | 51.2% | 67.4% | 46.1% |

*Only students at the highest middle school grade level at this school and their parents were included.